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EMPIRE DAY

In the Schools of Ontario

Friday, May 23rd, 1924



ONTARIO

TORONTO

THE DEPARTMENT OF EDUCATION, FOR ONTARIO

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The New Canadian Coat of Arms.

THE NEW CANADIAN COAT OF ARMS

The new Canadian Coat of Arms is a wonderful blending of Imperial sentiment into a design that is both beautiful and symbolic. The central and dominant part is the shield. This is supported on either side by a lion and a unicorn and is surmounted by the helmet of ancient days with an imperially crowned lion bearing a maple leaf.

The shield is also divided into five portions. On these are to be found the arms of England, Ireland, Scotland and France, with a sprig of maple below to mark the whole as Canadian. Above all is a large Imperial crown proper, and below, upon a wreath composed of rose, thistle, shamrock, lily and maple leaf, is our national motto in Latin: "A mari usque ad mare", which being translated means, "From Sea to Sea". This motto is taken from Psalms 72:8. "He shall have dominion also from sea to sea and from the river unto the ends of the earth".

The new official flag of Canada, the first authorized flag which the Dominion has had, is the familiar Canadian Red ensign with the Union Jack in the corner and the shield of the new Canadian Coat of Arms on the fly. Since April 1st, 1924, this is the only flag permitted to be flown over government buildings.

SUGGESTIONS FOR THE PROGRAMME FOR EMPIRE DAY

FRIDAY, MAY 23rd, 1924

FORENOON

1. Opening exercise—Scripture Reading (Psalm 46) and the Lord's Prayer.
2. Hymn or School Song.
3. The Story of Empire Day.
4. A School Song.
5. A lesson by the teacher on "The Growth of the British Empire". (The map of the British Empire should be used in this connection.)
6. A Patriotic Song.
7. A talk by the teacher on "The Schools and the Empire".
8. A Song or Instrumental Selection.

AFTERNOON

1. Scripture Reading—Psalm 72.
2. A School Song.
3. A Reading by the teacher, a pupil or other person, "The British Empire Exhibition".

4. A Patriotic Song.
5. A description of the new Canadian Coat of Arms.
6. Song—"The Maple Leaf" or "O Canada".
7. A Flag Drill or any patriotic drill.
8. Short addresses by representative persons present.
9. A Hymn or School Song.
10. Recitation by a pupil—"The Children's Song", page 1, Fourth Reader.
11. The National Anthem.

NOTE:—This programme is only suggestive and may be modified in any way to suit conditions in the various schools.

EMPIRE DAY

Canada was the first country in the world to celebrate Empire Day. The originator of the movement was Mrs. Fessenden, of Hamilton, Ontario.

The object of its promoters was to set apart one special day in the year when the children should be taught rightly to appreciate what they owe to the British Empire by bringing to their attention its history and glorious achievements. In August, 1898, the Dominion Educational Association passed a resolution recommending that "The school day immediately preceding the 24th of May be set apart as Empire Day and that the Education Departments in the Provinces and Territories be respectfully requested to arrange for such exercises in their several schools as will tend to the increase of a sound patriotic feeling".

The first school celebrations of this kind were held in 1899 in Ontario, Nova Scotia, and Quebec. In 1900 celebrations throughout Canada had become fairly general. About this time also the Education authorities in Australia and New Zealand set apart the 24th of May as Empire Day and issued special instructions for the guidance of teachers in the preparation of suitable programmes for the occasion. South

Africa also established a special day by legislation, calling it Victoria Day in memory of the great Queen, who had done so much to promote the best interests of the Empire. A little later the Government of India decided that the 24th of May should be observed as Empire Day in that country. A special day is now observed in all parts of the world which are under the British flag and thus the movement promoted by the League of Empire and the schools has been marvellously successful.

In Ontario this year, Empire Day, which falls on Friday, May 23rd, should be fittingly celebrated in every school. The teacher is urged to make special preparations for the proper observance of the occasion and to plan carefully a suitable programme. In graded schools the Principal and his staff will know how best to make all the exercises appropriate to the day, so that the children may be inspired with a true sense of pride, responsibility and patriotism as citizens of a world-wide empire.

The special exercises for this day are usually most interesting and profitable to the children and to the community when all the citizens are invited to share in them, particularly in the afternoon. The teacher should conduct all the lessons and may, if desirable, conduct the special exercises, but it is suggested that invitations be extended to the local clergy and other

representative persons to share in the celebration and to give some of the addresses.

The Empire Day pamphlets issued from year to year by the Department of Education are intended to be suggestive and to provide accessible sources of information for the teacher and pupils. It is requested that these be retained in the school library, as they contain material which may be found very useful in the preparation of Empire Day programmes from year to year.

THE GROWTH OF THE BRITISH EMPIRE

It is just three hundred and forty years since a small band of people followed Sir Humphrey Gilbert across the Atlantic, in a frail ship, and settled on the shores of Newfoundland. This was the commencement of the British Empire, which now girdles the earth and has a combined area of almost twelve million square miles and comprises more than half a billion souls. Some of this expansion has been the result of war. Some additions have been made by right of discovery, while certain portions have been purchased.

The story of the growth and development of this wonderful Empire, during the past four centuries, should prove most interesting to all Canadian boys and girls and should inspire them with a deeper sense of patriotic duty. If we follow the events of history, we shall see how the British Empire of to-day has been woven together slowly but surely like the fabric on the loom of the weaver. We shall see how capital, enterprise and stable government have transformed the desert places into fertile fields as in the case of Egypt. We shall see jungles pierced by rails of steel as seen in the extensive railways of India. We shall also see great bridges flung across mighty rivers

and marvellous tunnels piercing the stupendous mountains of Africa and Western Canada.

By going back for a few years we are able to trace something of the growth of the British Empire around the world. Following the commencement in Newfoundland, the next developments took place in Virginia and Nova Scotia. Then other settlers made homes for themselves in the Atlantic coastal sections between these two places. These were all peaceful settlements. The first addition to the British Empire by conquest was the Island of Jamaica, which was captured from the Spaniards by the British fleet in 1655.

The chartering of the Hudson's Bay Company, in 1681, directed Empire interests to the far distant northern and western portions of Canada; but it was during the eighteenth century that the first great extension of the Empire took place. During that century all of Canada, Australia and New Zealand were added; and the British East India Company obtained control of government and trade on an immense scale in India.

The opening of the nineteenth century marks the commencement of the British Empire in Africa and to trace its growth on that continent is to see clearly something of the complex manner in which the British Empire has grown. By 1820, settlers from the Motherland had formed a colony at the Cape and some control

over Egyptian affairs was gained following the downfall of Napoleon; but six thousand miles of unexplored territory separated these two centres of empire in Africa. In 1843 Natal was annexed, while the sovereignty of the Orange River and the Transvaal had been assumed and abandoned by 1881. At the time of these political changes in South Africa, the attention of the British public was being directed to that continent by the explorations and discoveries of David Livingstone and others. These explorations were followed by the entrance of various African trading companies, which afterwards proved to be powerful links in the chain of empire.

When the World War commenced in 1914, the great sections of the Empire spreading northward from Cape Town were still separated from the Soudan, British East Africa and the Uganda Protectorate by the wedge of German East Africa, which had been thrust in for the purpose of keeping these sections from uniting. At the Peace Conference, German East Africa was transferred to the Empire, and thus the way was opened for a Cape to Cairo railway, through British territory, which had long been the dream of Cecil Rhodes.

The British Empire was greatly strengthened and consolidated during the reign of Queen Victoria. The late King Edward VII, in the

second year of whose reign Empire Day was instituted (1904), further carried out the policy of his mother; and in 1914, when the Empire of King George V was threatened by assault, the assistance that came from all parts of his far-flung dominions showed how dearly he has become enthroned in the hearts of British subjects throughout the world.

THE SCHOOLS AND THE EMPIRE

A prominent British statesman recently stated that the future of the British Empire would depend to a large extent on the faith, hope and ideals of its citizens. How important it is, then, that the imaginations of the boys and girls who are to become the future citizens should be stirred with enthusiasm for the great Empire whose ideals are liberty, equality and justice for all.

Loyalty to the Empire has its source in the teaching of the schools. Therefore the more our teachers know of the Empire, by reading and travel, the better they will be able to foster a true spirit of patriotism in the minds of the children whom they instruct. The teacher, however, has been much handicapped as regards travel, but the League of Empire has paved a way through this difficulty by its scheme for the interchange of teachers throughout the Empire. This movement, though still in its infancy, has great possibilities. In 1922 there were assembled in London, England, over one hundred interchange teachers from all parts of the Empire.

These teachers from the overseas Dominions are brought into contact with the schools and things of historic interest in the great cities of the old land; while those from the

Motherland who go out to teach for a year in the schools of Canada or some other part of the far-flung Empire gain renewed enthusiasm, a broadened outlook and a clearer conception of what is meant by our Dominions. In each case the teacher returns to her own country with an enriched educational experience and with a fresh inspiration to continue the noble work of training children who are to become the guardians of a great heritage.

Much is also being done to develop an Empire interest by correspondence between pupils in the schools throughout the Empire. The number taking part in this plan is now over 80,000 and is rapidly growing. The movement should be constantly encouraged by the teachers. The exchange of kindly greetings at Christmas and on other special occasions tends to create a family feeling and thus in the very best sense of the word the Empire begins to find itself one. Boys and girls from the old land, who become interested in the Dominions through correspondence while at school, may afterwards become worthy citizens of greater Britain, bringing with them their British traditions and finding great opportunities in their new home.

Another means of awakening the interest of school children in the Empire is the Empire Day Essay competition which has been conducted for some years. In this connection

valuable prizes are given by the League of Empire. The Junior competition is open to pupils, in schools throughout the Empire, who are under fourteen years of age, and the Senior competition is open to pupils between fourteen and twenty years of age.

Suitable subjects are assigned for these competitions and the essays are to be written in the schools on Empire Day. All the essays must be certified to by the teacher as being the unaided composition of the boy or girl in whose name it is sent in. It is not expected that these will be written without reference to the ordinary and authoritative sources of information on the subject but it is expected that the information will be thoroughly assimilated and rendered in the writer's own language in the essay offered for competition. The essays must first be judged in the schools, only the best ones from each school being sent in for consideration. The prize in the Junior Essay Competition of 1922 was won by Elizabeth Govan, Victoria School, Brantford.

Quite recently the Department of Education received a number of letters from pupils in certain schools of the Transvaal, accompanied by the request that these be forwarded to some of the schools in Ontario with the view of establishing a correspondence between the children of these schools and those of the Transvaal schools. It is to be hoped that the

pupils in the schools receiving these letters will find it a pleasure to correspond with their little Dutch cousins in South Africa.

The following is a copy of one of the letters received:

Transvaal, February 15th, 1924.

Dear Friend

Our headmaster suggested that it would be very interesting for both parties if we wrote to each other, telling of the different ways in which we work and spend our leisure moments. Our school is in the Transvaal in part of the Lydenburg district. It is in a little mining town, surrounded by hills and covered mostly with stretches of trees, called plantations.

The climate of the Transvaal is usually delightful, except for some days which are rather too hot. Our winters are not severe as, even if it is cold, we often see the sun. We have certain games and sports both for summer and winter. In summer we bathe in the river or go for long walks, mostly exploring the hills and krantz. In winter we play net ball, rounders, and many other games. Most of us possess a garden, which we are supposed to keep full of flowers for the classrooms. I am now trying to work for my leaving certificate. and if I am lucky enough to obtain it, I intend to train for a nurse. Most people think nursing not worth while taking up, but I have always

wanted to be a nurse. I am sure I don't know why, except that it has a strange fascination.

I am told that your beasts of burden are the horse and the mule. Ours are the horse, donkey, mule and the ox. The ox is usually used for long distances, and where the roads are rough, as it can endure more than the horse. Our farming too, I believe, is different from yours. People farm in many ways. Some have sheep farms. They provide us with wool and everything to do with clothing. Others have fruit farms. They grow peaches, pears, apricots, citron, apples, pineapples, mangoes, etc. A few others have wheat farms, poultry farms, and some people grow flowers for the market.

The girls out here usually occupy their time by learning music, or in playing the violin. I have often wished to be able to go to Canada or England for my holidays on account of the ice. I have read of the many lovely times people have in skating and playing in the snow. It may be cold, I acknowledge, but if you are well covered up while out, and have a decent fire at home, there is no need to feel in the least cold. Hoping you will write and tell me a lot about Canada,

Yours sincerely,

(Signed) Connie Lipawsky.

THE BRITISH EMPIRE EXHIBITION

The British Empire Exhibition, which will be held in Wembley Park, London, England, from April to October of the present year, will provide the greatest opportunity in history for the display of the natural products and the manufactured goods of the Empire. Wembley Park contains over two hundred acres, and within this space visitors will be able to see the British Empire in miniature.

The Prince of Wales, as president of the Exhibition, in commending it to the citizens of the Empire and to the world, used these words, "This Exhibition, apart from its great aim, that of expressing the unity of the Empire in peace, as it was expressed in war, is essentially a business display of the producing and trading capacity of the peoples under the British flag". It will be formally opened on St. George's Day, April 23rd, by King George, who will deliver an address that is expected to be heard around the world. Hence for the first time in English history the actual voice of a monarch will be broadcasted and heard simultaneously in the homes of hundreds of thousands of his subjects.

Every country of the British Empire will display its products at this exhibition. Millions of people from the British Isles, from other British countries and from Europe will attend it. Canada has erected a large and beautiful building, and in it, through attractive displays and exhibits, visitors will have an opportunity of learning, in an interesting and impressive way, something of the extensive natural resources of our country, the products of its soil and the wide range of its manufactured articles. The Government of India has also erected a large building, typically Indian in its design and structure, for the display of the handicraft and products of that country. A portion of the South African Union has set up a replica of a native village, transporting even the soil and the trees. Similarly Australia, New Zealand and Newfoundland and all other portions of our great Empire, which covers one-quarter of the earth's surface, will have their own buildings and characteristic exhibits.

One of the most interesting exhibits will doubtless be the marvellous miniature palace known as the "Queen's Doll's House", which will be exhibited in the Palace of Arts. It is a perfect working model of what a great English house of the year 1924 is like. The idea originated with Her Majesty the Queen, who has herself contributed largely to its perfection. The building is five feet high and stands on a

base three feet high. It was designed with great ingenuity by the King's chief architect and represents the best in modern architecture.

It is complete in every detail, containing an entrance hall, drawing-room, library, kitchen, bedrooms, etc. These are all furnished in the most up-to-date manner. There is an elevator which is operated by means of an electric push button. The carpets are woven of the finest silk. A pianoforte and a choice collection of music are provided. The kitchen is fitted with all modern appliances for domestic use. Automobiles, perfect in every detail, are placed in garages underneath the building.

Everything within is a gift to Her Imperial Majesty from craftsmen who have given freely of their best. The decorations and miniature pictures are the work of the most famous artists. Among the miniatures is a collection of the portraits of the Empire's most beautiful children, and the Canadian child to receive this honour is Doris Hyde of Toronto, whose portrait is the work of Joshua Smith, one of England's distinguished painters. In the library the shelves contain a large number of books by the most eminent authors of recent date. As this wonderful house and its contents are carefully constructed on a scale of one inch to the foot, it will be realized that the books and all other articles are only one-twelfth of their natural size.

In its design, contents and furnishings this Doll's House is intended to be typical of what is best in the achievements of modern civilization. As years and centuries pass by and changes take place, it will also be an unchanging monument, in miniature, to future ages of the accomplishments of the present generation.

The object of this exhibition is to demonstrate to the world our Imperial resources and to stimulate trade within the Empire. When Britons know what they can buy from Britons they will realize that the Empire can in large measure minister to her own needs. Hence the great display will serve a useful purpose in showing that so far as raw materials, natural products and manufactured articles are concerned the Empire can compete successfully with foreign countries either in value or in price.

We in Canada possess every kind of climate, every kind of mineral wealth and every kind of natural resource. This Exhibition, therefore, provides a wonderful opportunity for the display of Canadian products in friendly competition with the products of other countries of the Empire, and no effort has been spared to insure that the variety and quality of Canada's exhibit will be the best possible. No event could possibly give greater publicity than this graphic display in the great city of London, which is still the commercial centre of the world.

On the same site as the Canadian Government building will be two additional separate buildings built by the National Railways and the Canadian Pacific Railway. In these buildings Canada's two great transportation organizations will show the attractions and resources of that part of our country served by their respective railway lines.

The Canadian Government has voted one million dollars to help finance Canada's section of the exhibition. Those who are backing the exhibition have been guaranteed against financial loss by the British Government. If the Exhibition is a financial success the profits are to be divided amongst the various portions of the Empire.

While it has been said that the primary object of the exhibition is to display our Imperial resources and to stimulate trade within the empire, it is quite apparent that other equally important purposes will be served. The opportunity afforded to the peoples of the different dominions and of the Motherland to mingle with each other on such an occasion will undoubtedly lead to a better appreciation of the ideals, achievements and characteristics of the great empire family of nations so widely separated by distance and so much influenced by varying conditions. After all, it is the sentiment of loyalty based upon a knowledge and an appreciation of what the British Empire

has contributed to the world's welfare that constitutes one of the strongest bonds of union. It has been well said that loyalty to the King as the symbol of unity forms the golden thread which binds the Empire together by a tie which, let us hope, can never be broken.



